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The purposes of the guide are: (1) to provide information concerning Federal funds available for training educational personnel to work in areas with high concentrations of bilingual students; and (2) to provide familiarization with programs available for bilingual students, as well as programs for research into their educational problems. Also included is a list of scholarships available for Spanish-speaking students. Relevant Federal legislation is listed, along with the purpose of each act, availability of funds, and eligibility. Guidelines for writing and evaluating proposals for Federal funds are included. A bibliography is given to provide information concerning Federal funding offered by the U.S. Office of Education, and the procedures for applying for these funds. (CM)

NEW MEXICO STATE UNIVERSITY

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PROGRAMS AVAILABLE FOR STRENGTHENING THE EDUCATION OF SPANISH-SPEAKING STUDENTS

compiled by
TANYA SUAREZ KNIEFEL

Prepared for the Conference
on Teacher Education
for Mexican Americans

February 13, 14, 15, 1969
New Mexico State University

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CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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I. INTRODUCTION

If they have done nothing else, the "New Frontier" and the "Great Society" have made us increasingly more aware of those people in our society who face disadvantages because of their origin and/or environment. While numerous legislative acts have been passed in an attempt to overcome these disadvantages, it has been recognized that change will come about slowly and that many problems associated with these disadvantages must be overcome in childhood. To this end the Federal Government has dedicated itself to the improvement of educational opportunity for all Americans—particularly those who have special needs. Federal programs of assistance now affect the majority of America's school aged children with special emphasis on those from poverty areas, those who are handicapped, mentally retarded, and now those who encounter obstacles in school because their native tongue is not English.

On January 1, 1968, the President of the United States signed into law amendments to the Elementary and Secondary Education Act of 1965 which included a new Title VII exclusively for bilingual students. This new title, together with other Federal programs which are now being used for persons whose second language is English, offers great promise in helping meet the special needs of these students.

Of particular importance to the success of these efforts is the use of adequately trained personnel in this area. It is the purpose of this paper to provide information concerning Federal funds available for training educational personnel to work in areas with high concentrations of bilingual students, and to familiarize the reader with other programs available for these students.

II. FEDERAL PROGRAMS AVAILABLE FOR THE TRAINING OF EDUCATIONAL PERSONNEL FOR BILINGUAL STUDENTS

A. Summary of Programs Available

1. ATTRACTING QUALIFIED PERSONS TO THE FIELD OF EDUCATION—p. 5

AUTHORIZATION: Education Professions Development Act

PURPOSE: To encourage more people to enter the field of education

WHO MAY APPLY: State or local education agencies; colleges and universities; and public and private agencies, institutions, and organizations

WHERE TO APPLY: Office of Education, Bureau of Educational Personnel Development

2. TEACHER CORPS—p. 6

AUTHORIZATION: Education Professions Development Act

PURPOSE: To recruit and prepare teachers for disadvantaged areas

WHO MAY APPLY: Local education agencies, state departments of education, colleges, and universities

WHERE TO APPLY: Office of Education, Teacher Corps

3. **ATTRACTING AND QUALIFYING TEACHERS TO MEET CRITICAL TEACHER SHORTAGES—p. 6**

AUTHORIZATION: Education Professions Development Act

PURPOSE: To enable districts to mobilize and train local talent for critical classroom shortages

WHO MAY APPLY: State education agencies

WHERE TO APPLY: Office of Education, Bureau of Educational Personnel Development

4. **GRADUATE FELLOWSHIP PROGRAMS—p. 7**

AUTHORIZATION: Education Professions Development Act

PURPOSE: To provide programs for the advanced training of elementary and secondary teachers; teachers of early childhood education, adult, and vocational education

WHO MAY APPLY: Colleges and universities

WHERE TO APPLY: Office of Education, Bureau of Educational Personnel Development

5. **INSTITUTES AND WORKSHOPS—p. 7**

AUTHORIZATION: Education Professions Development Act

PURPOSE: To provide short-term training for a variety of educational personnel serving in elementary, secondary, adult, and vocational programs

WHO MAY APPLY: Colleges and universities, state or local education agencies, or any combination of these three

WHERE TO APPLY: Office of Education, Bureau of Educational Personnel Development

6. **TRAINING PROGRAMS FOR HIGHER EDUCATION PERSONNEL—p. 9**

AUTHORIZATION: Education Professions Development Act and National Defense Education Act—Title IV

PURPOSE: To establish training programs for teacher trainers and other higher education personnel

WHO MAY APPLY: One or more colleges or universities

WHERE TO APPLY: Office of Education, Bureau of Higher Education

7. PRE-SERVICE AND IN-SERVICE TRAINING (teachers of bilingual students)—p. 9

AUTHORIZATION: Elementary and Secondary Education Act—Title VII

PURPOSE: Improve qualifications of teachers, supervisors, and directors of bilingual education programs

WHO MAY APPLY: Local school districts; colleges and universities applying jointly with local education agencies

WHERE TO APPLY: Office of Education, Bureau of Elementary and Secondary Education

8. TEACHER TRAINING (adult basic literacy courses)—p. 10

AUTHORIZATION: Adult Education Act of 1966

PURPOSE: Improve qualifications of teachers of adult basic literacy education courses

WHO MAY APPLY: Colleges and universities and nonprofit organizations

WHERE TO APPLY: Office of Education, Bureau of Adult and Vocational Education

9. TEACHER TRAINING (vocational)—p. 10

AUTHORIZATION: Smith-Hughes, George Barden, and Vocational Education Acts

PURPOSE: Improve qualifications of teachers, supervisors, and directors of vocational education programs

WHO MAY APPLY: State education agencies

WHERE TO APPLY: State board of vocational education (information from Office of Education, Division of Vocational and Technical Education)

10. CUBAN REFUGEE PROFESSIONAL TRAINING—p. 11

AUTHORIZATION: Migration and Refugee Assistance Act

PURPOSE: Provide refresher training programs for Cuban professional personnel

WHO MAY APPLY: Colleges and universities

WHERE TO APPLY: Office of Education, Division of Educational Personnel Training

B. Education Professions Development Act

1. DESCRIPTION, EDUCATION PROFESSIONS DEVELOPMENT ACT

(The Education Professions Development Act is the most significant and far-reaching program of federal assistance for teacher development which has been passed to date. It is very important that persons associated with teacher training be acquainted with this act and its implications. For this reason, a more lengthy discussion is included.)

The Education Professions Development Act, an amendment and extension of Title V of the Higher Education Act of 1965, was designed to improve the quality of teaching and to help meet the critical shortage of adequately trained educational personnel. Specifically, the act amends and extends the Teacher Corps and the graduate fellowships for elementary and secondary school teachers which were incorporated in Title V of the Higher Education Act. It further establishes the following programs:

a. Grants and contracts for the purpose of attracting qualified persons to the field of education;

b. Grants to local educational agencies experiencing critical shortages of teachers to carry out programs to attract and qualify teachers and teacher aides;

c. Grants and contracts to provide advanced training and retraining (pre-service and in-service training) for personnel serving in programs of elementary and secondary education; and

d. Fellowships, traineeships, institutes, and pre-service and in-service training for personnel serving as teachers, administrators, or educational specialists in colleges and universities.[1]

The new act was passed on June 29, 1967, and the majority of its programs became effective on July 1, 1968. The Act is divided into five major parts, each of which is important to those interested in the training of educational personnel.

PART A—PERSONNEL NEEDS

Part A defines ways in which the Education Professions Development Act is to carry out its functions. It establishes a National Advisory Council whose function is to assess the educational situation as it applies to teachers and to report its findings to Congress and the President. The Commissioner of Education is directed to appraise existing and future personnel needs in education, the ability to meet them, and to publish the results in an annual report. Grants and contracts may be given to attract qualified people into the field of education.

PART B—TEACHER SUPPLY

Part B extends the Teacher Corps program for three years. Responsibility for recruitment, selection, and enrollment of Teacher Corps members is transferred from the Office of Education to institutions of higher education or local education agencies. Teacher Corps members may now teach migrant children who are not in school or are in schools operated by the Bureau of Indian Affairs. Grants and contracts may be awarded to those areas which have acute teacher shortages for the purpose of short-term training to qualify persons as teachers or teacher aides.

PART C—GRADUATE FELLOWSHIPS

Part C broadens the graduate fellowships for persons teaching or planning to teach in elementary and secondary schools by now including graduate study in preparation for teaching careers in preschool, adult, and vocational programs. Grants are also authorized for colleges and universities to use in program development to meet the requirements for these graduate fellowships.

PART D—INSTITUTES AND WORKSHOPS

Part D adds short-term programs for teacher training. It is noncategorical and therefore allows a wide range of possibilities for teacher and support personnel training. It authorizes grants with colleges and universities, state education agencies, and, with state approval, local education agencies for short-term and regular session institutes. Seminars, symposia, workshops, and conferences may be funded if these are part of a continuing program.

PART E—TRAINING GRANTS

Part E authorizes grants and contracts with institutions of higher learning for training educational personnel planning to teach in college, but not pursuing a doctorate. It is hoped that junior and community colleges will benefit from this personnel training. Guidelines and processing for these programs are combined with NDEA Title IV (programs of Ph.D. level for higher education personnel). Both are administered by the Bureau of Higher Education.

2. SUMMARY, EDUCATION PROFESSIONS DEVELOPMENT ACT

PART A—ATTRACTING QUALIFIED PEOPLE INTO THE FIELD OF EDUCATION

PURPOSE: (1) to identify capable youth in secondary schools who may be interested in careers in education and to encourage them to pursue educational programs which will prepare them for careers in education; (2) to publicize available opportunities for such careers; (3) to encourage persons to enter or re-enter the field of education; and (4) to encourage artists, craftsmen, artisans, scientists, and persons from other professions and vocations to undertake teaching and related assignments on a part-time basis or for temporary periods.

WHO MAY RECEIVE FUNDS: State or local education agencies, institutions of higher education, or other public or nonprofit agencies, organizations, or institutions.

APPLICATION PROCEDURE: Proposals are submitted to the Office of Education. See the guidelines for specific application information.

FOR ADDITIONAL INFORMATION:
John Chaffee, Public Information Director
U.S. Office of Education
Bureau of Educational Personnel Development
400 Maryland Ave., S.W.
Washington, D.C. 20202

PART B-1—TEACHER CORPS

PURPOSE: (1) to strengthen educational opportunities for children in areas with concentrations of low income families ($3000 per year or less); (2) to attract and prepare persons to become teachers in such areas through work-study programs; and (3) to encourage colleges and universities, schools, and state education agencies to work together to broaden and improve their teacher education programs.

WHO MAY RECEIVE FUNDS: Local education agencies, state departments of education, colleges, and universities.

APPLICATION PROCEDURE: One proposal is submitted to the U.S. Office of Education by the local education agency and the college or university. The state may or may not participate in the preparation of the proposal; however, it must approve the proposal before it will be considered. See the guidelines for specific information.

FOR ADDITIONAL INFORMATION:
Teacher Corps
U.S. Office of Education
Bureau of Educational Personnel Development
400 Maryland Ave., S.W.
Washington, D.C. 20202

PART B-2—ATTRACTING AND QUALIFYING TEACHERS AND TEACHER AIDES TO MEET CRITICAL TEACHER SHORTAGES

PURPOSE: to attract to teaching potential active teachers and teacher aides to be given preservice and inservice training to enable them to be qualified to teach or aid in elementary and secondary classrooms where there is a critical teacher shortage.

WHO MAY RECEIVE FUNDS: State education agencies, and local agencies under a state plan.

APPLICATION PROCEDURE: State departments submit plans which include methods of local funding, basis for participation, and standards which will apply in the state plan. Local education agencies then submit applications as established by the state to the state department of education for approval and funds. It is urged that approximately one-third of the funds to local education agencies be used for the services and training of teacher aides. See the guidelines for Part B-2 of this Act for specific information concerning State plans.

FOR ADDITIONAL INFORMATION: Local agencies contact the state education agency. State education agencies and local education agencies seeking further information should write:

John Chaffee, Public Information Director
U.S. Office of Education
Bureau of Educational Personnel Development
400 Maryland Ave., S.W.
Washington, D.C. 20202

PART C—TEACHER TRAINING AND INSTITUTIONAL PROGRAM DEVELOPMENT GRANTS

PURPOSE: To develop graduate programs for and provide graduate fellowships to elementary and secondary teachers and teachers of preschool, adult, and vocational education.

WHO MAY RECEIVE FUNDS: Colleges and universities.

APPLICATION PROCEDURE: Application is made to the U.S. Office of Education, for fellowship and/or developing and strengthening graduate programs for persons intending to pursue careers in elementary and secondary education, preschool, adult, and vocational education. See the guidelines for specific application.

FOR ADDITIONAL INFORMATION:

John Chafee, Public Information Director
U.S. Office of Education
Bureau of Educational Personnel Development
400 Maryland Ave., S.W.
Washington, D.C. 20202

PART D—INSTITUTES AND WORKSHOPS

PURPOSE: To provide preservice and inservice training programs or summer or regular session institutes for advanced training and retraining of educational personnel.

WHO MAY APPLY: Colleges and universities, and state or local education agencies.

APPLICATION PROCEDURES:

COLLEGES AND UNIVERSITIES: Application is made to the U.S. Office of Education for institute programs, conferences, etc., for persons intending to pursue careers in elementary and secondary education. One copy of the proposal should be sent to the state education agency so that the states may take those projects into account in developing their teacher training programs. See the guidelines for specific application information.

STATE EDUCATION AGENCIES: Application is made to the U.S. Office of Education for projects designed to improve the qualifications of persons who are serving or preparing to serve in educational programs in schools. Therefore, training for state department personnel is limited to those persons who are directly supervising or training personnel serving or preparing to serve in school programs. See the guidelines for specific application information.

LOCAL EDUCATION AGENCIES: Application is made to the U.S. Office of Education accompanied by certification from the state education agency that the project will be coordinated with programs under Part B-2 for attracting and qualifying teachers to meet critical teacher shortages. Contact the state education agency and consult the guidelines for specific application information.

TYPE OF GRANTS:

SPECIAL PLANNING: Small grants are available to those programs, institutions, and agencies that have previously been excluded from Federal programs because they lacked the resources for the development of adequate proposals. They may be used for assessment, planning of the project, assembling persons and/or institutions and agencies that will be involved in the project, and writing the proposal.

PILOT PROJECTS: Innovative and other new projects that are approved may recieve a grant to conduct the project on a small scale prior to attempting the project on a large scale.

OPERATING PROJECTS: Projects that have completed the planning and pilot program stages may apply for grants for installation and operation of approved programs.

SPECIAL GRANTS: A small portion of the funds for this section may be used to support special grants. Awards are negotiated individually with the applicants.

FOR ADDITIONAL INFORMATION: Local education agencies should contact their state education agency.

John Chaffee, Public Information Director
U.S. Office of Information
Bureau of Educational Personnel Development
400 Maryland Ave., S.W.
Washington, D.C. 20202

PART E—TRAINING GRANTS, PRE-SERVICE AND IN-SERVICE TRAINING FOR HIGHER EDUCATION PERSONNEL

PURPOSE: to provide training for persons engaged or planning to engage in the field of higher education at less than the doctoral level. To provide pre-service and in-service training programs for higher educational personnel that are a part of a continuing program.

WHO MAY RECEIVE FUNDS: Single higher education institutions or a consortium of institutions.

APPLICATION PROCEDURE: Proposals and applications as specified by the guidelines are submitted to the Bureau of Higher Education of the U.S. Office of Education.

FOR ADDITIONAL INFORMATION:
Bureau of Higher Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

C. National Defense Education Act—Title IV

PURPOSE: (1) To increase the number of well-qualified college and university teachers by assisting doctoral students preparing for an academic career; (2) to encourage the development and full utilization of the capacity of graduate programs leading to the doctorate: and (3) to promote a wider geographical distribution of such programs and to expand the opportunities for doctoral study.

WHO MAY RECEIVE FUNDS: Colleges and universities.

APPLICATION PROCEDURE: Proposals are submitted to the Bureau of Research of the U.S. Office of Education.

FOR ADDITIONAL INFORMATION:
Bureau of Research
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

D. Elementary and Secondary Education Act Title VII—Bilingual Education Act

PURPOSE: To provide pre-service and in-service training for teachers of bilingual students.

WHO MAY RECEIVE FUNDS: Local education agencies or institutions of higher education applying jointly with a local education agency.

APPLICATION PROCEDURE: Guidelines describing application procedures have not yet been issued. They will be issued when the appropriation for this act has been approved by Congress.

FOR ADDITIONAL INFORMATION: Contact either:

Bureau of Elementary and Secondary Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

Dr. Armando Rodriquez
Mexican–American Affairs
Bureau of Elementary and Secondary Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

E. Adult Education Act of 1966–Title III

PURPOSE: To train persons engaged in or preparing to engage in adult education programs.

WHO MAY APPLY: Colleges and universities, state or local education agencies, or appropriate public or private nonprofit organizations.

APPLICATION PROCEDURE: Proposals are submitted to the U.S. Office of Education. See the guidelines for specific application information.

FOR FURTHER INFORMATION:

Division of Adult Education Programs
Bureau of Adult and Vocational Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

F. Vocational Education Act of 1963

PURPOSE: To provide training for teachers and supervisors of vocational education.

WHO MAY APPLY: Colleges and universities, other public or nonprofit private agencies and institutions, state boards of education, and local education agencies.

APPLICATION PROCEDURE: Applications are submitted to the state board of vocational education for approval. See the guidelines issued by the state for specific application information.

FOR ADDITIONAL INFORMATION:
State Director of Vocational Education
State Department of Education

G. Migration and Refugee Assistance Act of 1962—Cuban Refugee Assistance

PURPOSE: To assist Cuban refugee teachers, physicians, and other professional personnel in improving their qualifications and in meeting requirements to practice their professions in the United States.

WHO MAY APPLY: Colleges and universities.

APPLICATION PROCEDURE: Proposals are submitted to the U.S. Office of Education.

FOR FURTHER INFORMATION:
Division of Educational Personnel Training
Bureau of Elementary and Secondary Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

III. FEDERAL PROGRAMS AVAILABLE FOR BILINGUAL STUDENTS

A. Summary of Programs Available

1. PROGRAMS FOR THE DISADVANTAGED—p. 14

AUTHORIZATION: Elementary and Secondary Education Act—Title I.

PURPOSE: Support educational programs in areas having high concentrations of low-income families.

WHO MAY APPLY: State education agencies.

WHERE TO APPLY: Office of Education, Division of Compensatory Education.

2. SCHOOL LIBRARY RESOURCES AND INSTRUCTIONAL MATERIALS—p. 14

AUTHORIZATION: Elementary and Secondary Education Act—Title II.

PURPOSE: Support provision of school library resources, textbooks, and other instructional materials.

WHO MAY APPLY: Local education agencies.

WHERE TO APPLY: State education agency.

3. **SUPPLEMENTARY CENTERS—p. 15**

AUTHORIZATION: Elementary and Secondary Education Act—Title III.

PURPOSE: Support supplementary educational centers and services.

WHO MAY APPLY: Local education agencies.

WHERE TO APPLY: State education agency and/or Office of Education, Division of Plans and Supplementary Centers.

4. **PROGRAMS FOR BILINGUAL STUDENTS—p. 16**

AUTHORIZATION: Elementary and Secondary Education Act—Title VII.

PURPOSE: Strengthen educational and related services for bilingual children.

WHO MAY APPLY: Local education agencies or institutions of higher education applying jointly with a local education agency.

WHERE TO APPLY: Office of Education, Bureau of Elementary and Secondary Education.

5. **ADULT BASIC EDUCATION—p. 17**

AUTHORIZATION: Adult Education Act of 1966.

PURPOSE: Provide literacy programs for adults.

WHO MAY APPLY: State education agencies.

WHERE TO APPLY: Office of Education, Division of Adult Education Programs.

6. **VOCATIONAL PROGRAMS—p. 18**

AUTHORIZATION: Smith-Hughes, George Barden, Vocational Education Acts.

PURPOSE: Maintain, extend and improve vocational education programs; develop programs in new occupations.

WHO MAY APPLY: Public schools.

WHERE TO APPLY: State boards of vocational education (information from Office of Education, Division of Vocational-Technical Education).

7. **OCCUPATIONAL TRAINING AND RETRAINING—p. 18**

AUTHORIZATION: Manpower Development and Training Act of 1962.

PURPOSE: Provide training programs to equip persons for work in needed employment fields.

WHO MAY APPLY: Local school authorities (public, private nonprofit).

WHERE TO APPLY: State vocational education agency (Information from Office of Education, Division of Vocational and Technical Education).

8. STRENGTHENING COMMUNITY SERVICE PROGRAMS—p. 19

AUTHORIZATION: Higher Education Act of 1965—Title I.

PURPOSE: Strengthen higher education capabilities in helping communities solve their problems.

WHO MAY APPLY: Colleges and universities.

WHERE TO APPLY: State agency or institution designated to administer each state plan.

9. CUBAN REFUGEE ASSISTANCE—p. 20

AUTHORIZATION: Migration and Refugee Assistance Act.

PURPOSE: Provide aid to public schools in Dade County, Florida, provide loans to Cuban students for colleges, provide refresher training programs for professional personnel.

WHO MAY APPLY: Public schools (Dade County, Florida), colleges, and universities.

WHERE TO APPLY: Office of Education, Bureau of Elementary and Secondary Education and Office of Education, Bureau of Higher Education.

10. STRENGTHENING INSTRUCTION IN CRITICAL SUBJECTS IN SCHOOLS: SUPERVISION AND INSTRUCTION—p. 21

AUTHORIZATION: National Defense Education Act—Title III.

PURPOSE: Strengthen instruction in science, mathematics, modern foreign languages, and other critical subjects; to strengthen administration in these areas in state education agencies.

WHO MAY APPLY: Local school districts, private nonprofit elementary and secondary schools; state education agencies.

WHERE TO APPLY: Local school districts—state education agency; Nonprofit private schools and state education agencies—Office of Education, Division of Plans and Supplementary Centers.

B. Elementary and Secondary Education Act

1. *ELEMENTARY AND SECONDARY EDUCATION ACT—TITLE I (programs for the disadvantaged)*

PURPOSE: To provide financial assistance to local education agencies for the education of children of low-income families. Specifically the Title provides:

a. Grants to local education agencies having concentrations of children from from low-income families.

b. Grants to state agencies operating or supporting schools for handicapped children.

c. Grants to state agencies operating or supporting institutions for delinquent or neglected children.

d. Grants to state education agencies for establishing or improving programs for migratory children of migratory agriculture workers.

e. Administration of the program.

WHO MAY RECEIVE FUNDS: State education agencies.

APPLICATION PROCEDURE: State education agencies submit applications to the U.S. Office of Education. See the guidelines for specific application procedures. Other state agencies and local education agencies submit application to the state education agency. Contact the state education agency for application procedure.

FOR ADDITIONAL INFORMATION: Local education agencies contact their state education agency. State education agencies and persons seeking further information should contact:

Division of Compensatory Education
Bureau of Elementary and Secondary Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

2. *ELEMENTARY AND SECONDARY EDUCATION ACT—TITLE II (School Library Resources and Instructional Materials)*

PURPOSE: To allow education agencies to acquire library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools.

WHO MAY RECEIVE FUNDS: Local education agencies.

APPLICATION PROCEDURE: Direct grants based on school population are given to the states upon approval of state plans by the U.S. Office of Education. Guidelines and application procedures are established by the state for application by local education agencies. Local education agencies should contact their state education agency for information concerning application. State education agencies should consult the guidelines for application procedures and suggestions.

FOR ADDITIONAL INFORMATION: Local education agencies should contact their state education agencies for information and application procedures. State education agencies and persons desiring further information concerning ESEA—Title II should contact:

Division of Plans and Supplementary Centers
Bureau of Elementary and Secondary Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

3. *ELEMENTARY AND SECONDARY EDUCATION ACT—TITLE III (Supplementary Centers)*

PURPOSE: To provide grants for supplementary educational centers and services, to stimulate and assist in providing vitally needed services not available in sufficient quantity or quality, and to assist in the development of exemplary elementary and secondary school programs to serve as models for regular school programs.

WHO MAY RECEIVE FUNDS: Local education agencies from state education agencies and U.S. Office of Education.

APPLICATION PROCEDURE: Beginning with fiscal year 1969, Title III will be primarily a state plan. Upon the approval of a state plan, the state may grant up to 75% of its allotment to local education agencies, while the U.S. Office of Education will retain 25% of each state's allotment for special grants to districts within the state. Local education agencies should contact their state education agency for application procedures and information concerning application for state plans. Guidelines for the U.S. Office of Education will soon be released and should be consulted for application for special grants.

FOR ADDITIONAL INFORMATION: Local education agencies should contact their state education agencies. For special grants and additional information contact:

Division of Plans and Supplementary Centers
Bureau of Elementary and Secondary Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

4. *ELEMENTARY AND SECONDARY EDUCATION ACT—TITLE VII (Programs for Bilingual Students)*

PURPOSE: To provide for the planning and development of bilingual education programs; pre-service and in-service training for teachers; and establishing, maintaining, and operating these programs, including acquisition of materials and equipment necessary to meet the special needs of children of limited English-speaking ability. Covered by this Act are activities such as:[2]

a. bilingual education programs;

b. programs designed to impart to students a knowledge of the history and culture associated with their language;

c. efforts to establish closer cooperation between school and the home;

d. early childhood educational programs related to the purposes of this title and designed to improve the potential for profitable learning activities by children;

e. adult education programs related to the purposes of this title, particularly for parents of children participating in bilingual programs;

f. programs designed for dropouts or potential dropouts having need of bilingual programs;

g. programs conducted by accredited trade, vocational, or technical schools; and

h. other activities which meet the purpose of this title.

WHO MAY RECEIVE FUNDS: Local education agencies or institutions of higher education applying jointly with a local education agency.

APPLICATION PROCEDURE: Guidelines describing application procedures have not yet been issued. They will be issued when the appropriation for this act has been approved by Congress.

FOR ADDITIONAL INFORMATION: Contact either:

Bureau of Elementary and Secondary Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

or:

Dr. Armando Rodriquez
Mexican–American Affairs Unit
Bureau of Elementary and Secondary Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

C. Adult Education Act of 1966

PURPOSE: To encourage and expand basic educational programs for adults 18 years of age or older, enabling them to overcome English language limitations and to improve their basic education in preparation for occupational training for more profitable employment. Funds are available for:

1. Programs operated under a state plan which is administered or the administration of which is supervised by the state education agency.

2. Teacher-training programs for the training of persons engaged in or preparing to become instructors of individuals in need of adult basic education.

3. Special projects to be carried out in furtherance of the Act which may involve innovative methods, systems, materials or programs, or be coordinated with other Federally assisted state or local programs of adult education.

WHO MAY RECEIVE FUNDS:

Special projects and teacher-training: Colleges and universities, state or local education agencies, or appropriate public or private nonprofit agencies or organizations.

State plan: State education agencies administering state plans approved by the U.S. Commissioner of Education. Local education agencies may apply for these funds.

APPLICATION PROCEDURE: Guidelines and regulations for proposals are issued by the U.S. Office of Education for special projects and teacher training projects. The applicant should consult these guidelines and submit proposals to the U.S. Office of Education. State plans are submitted to the U.S. Office of Education. Local education agencies, other public and private nonprofit agencies, institutions, or organizations should submit proposals to the state education agency following the guidelines issued by the state.

FOR ADDITIONAL INFORMATION: Local education agencies and others seeking information concerning the state plans should contact their state education

agencies. For additional information and information concerning special projects and teacher training grants contact:

Division of Adult Education Programs
Bureau of Adult and Vocational Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

D. Vocational Education Act of 1963

PURPOSE: To provide grants to states to supplement state and local funds for vocational education, including construction of vocational education facilities, teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and state administration and leadership.

WHO MAY RECEIVE FUNDS: States, upon approval of a state plan submitted to the Office of Education, receive an allotment of funds available for vocational education. Local education agencies then apply and receive funds from the state vocational agency.

APPLICATION PROCEDURE: States submit state plans to the Division of Vocational and Technical Education of the Office of Education. Specific instructions for state plans are available from the Division of Vocational and Technical Education. Local education agencies submit applications to their state vocational agency. Application procedure is available from the state vocational agency.

FOR ADDITIONAL INFORMATION:

State plans: Division of Vocational and Technical Education
Bureau of Adult and Vocational Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

Local plans: State Director of Vocational Education
State Department of Education

E. Manpower Development and Training Act

PURPOSE: To help provide employment opportunities for all citizens and to help meet demands for trained workers in new and emerging occupations. To help meet these goals, grants are provided for training programs and experimental and demonstration projects.

WHO MAY RECEIVE FUNDS:

Non-Redevelopment Area Training: State education agency, or public or private training institutions.

Redevelopment Area Training: Areas of persistent or chronic unemployment and having an overall economic development plan approved by the Secretary of Commerce.

APPLICATION PROCEDURE:

Non-Redevelopment Area Training: States enter into agreements with the U.S. Office of Education for other than on-the-job training. The state education agency is notified by the state employment agency of the need for occupational training. Local school authorities submit proposals which are reviewed and approved by the state vocational education agency, the state bureau of employment security, The Division of Manpower Development and Training of the Office of Education, and the U.S. Employment Service. Those approved by the state education agency designated in the agreement and the U.S. Office of Education may receive funds.

Redevelopment Area Training: The Secretaries of Labor and Commerce determine training and retraining needs and the Secretary of Health, Education, and Welfare then authorizes training funds.

FOR ADDITIONAL INFORMATION: Local education agencies should contact their state education agencies for specific information concerning eligibility and application procedure. State education agencies and those seeking further information should contact:

Division of Manpower Development and Training
Bureau of Adult and Vocational Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

F. Higher Education Act—Title I
(Strengthening Community Service Programs)

PURPOSE: To employ the resources of universities and colleges in the solution of community problems such as employment, housing, recreation, poverty, government, youth opportunities, health, transportation, and land use, with special emphasis on urban and suburban problems and strengthening college and university community service programs.

WHO MAY RECEIVE FUNDS: States having approved state plans. Colleges and universities receive funds from the state.

APPLICATION PROCEDURE: The state designates or creates an agency or institution to supervise the administration of the state plan. This agency submits a

state plan, which must include: (a) required statements of policy and procedure relating to fiscal and administrative matters, and (b) a comprehensive, coordinated, and statewide system of community service programs, to the U.S. Office of Education. When approved, the state agency selects the particular institutions which are to participate in the plan.

FOR FURTHER INFORMATION: For information concerning a state plan, contact the state education agency. For information concerning the development of a state plan or further information contact:

Bureau of Adult and Vocational Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

G. The Migration and Refugee Assistance Act—Cuban Refugee Assistance

PURPOSE: To help meet the needs of those Cuban nationals who have received political asylum in the United States since January 1, 1959. Specifically, it provides the following programs:

1. Aid to public schools in Dade County, Florida. Vocational programs for adults to prepare them for employment and to help them move their families to other parts of the country.

2. Loans of $1000 for undergraduate and $2500 for graduate students who have been accepted at colleges or universities as full-time students.

3. Grants for short training institutes to retrain professional personnel to help them meet license requirements of the United States.

WHO MAY RECEIVE FUNDS:

Public School Aid: Dade County, Florida;

Professional Training: Colleges and universities;

Colleges and universities have information concerning loans made to Cuban refugee students.

APPLICATION PROCEDURE:

Public School Aid: Negotiations for funds are conducted between Dade County, Florida, and the U.S. Office of Education.

Loans for Cuban Refugee Students: After entering into an agreement with the U.S. Office of Education, an institution requests funds for a specific number of borrowers based on a need estimate at the beginning of the school year.

Professional Training: An institution submits a proposal to the U.S. Office of Education.

FOR ADDITIONAL INFORMATION:

School Aid:
Division of School Assistance in Federally Affected Areas
Bureau of Elementary and Secondary Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

Loans:
Division of Student Financial Aid
Bureau of Higher Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

Professional Training Programs:
Division of Educational Personnel
Bureau of Elementary and Secondary Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

H. National Defense Education Act—Title III
(Strengthening instruction in critical subjects; supervision and instruction)

PURPOSE: To strengthen instruction in science, mathematics, history, civics, geography, economics, modern foreign languages, English, reading, and industrial arts through:

1. Grants for projects to local public education agencies approved by the state education agency for acquistion of laboratory and other special equipment suitable for use in providing education in the specified subjects, and for minor remodeling of space for such equipment and materials;

2. Loans for similar acquisitions and minor remodeling by nonprofit private schools; and

3. Grants for state programs for the expansion or improvement of supervisory or related services in public elementary and secondary schools in the specified areas of instruction and for administration of related state plans.

WHO MAY RECEIVE FUNDS:

Grant Programs: State education agencies (with Federal payments for equipment acquisition and minor remodeling being paid subsequently to local agencies on the basis of state-approved projects).

Loan Program: Private nonprofit elementary and secondary schools on the basis of projects approved by the Office of Education.

APPLICATION PROCEDURE:

Grant programs: State education agencies submit state plans or amendments to the U.S. Commissioner of Education. Local education agencies apply for funds through the state education agency.

Loan program: Private nonprofit elementary and secondary schools apply directly to the Office of Education.

FOR ADDITIONAL INFORMATION: Local education agencies should contact their state education agencies. Nonprofit private education agencies, state education agencies, and persons desiring further information should contact:

Division of Plans and Supplementary Centers
Bureau of Elementary and Secondary Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

IV. FEDERAL PROGRAMS AVAILABLE FOR RESEARCH FOR BILINGUAL STUDENTS

Several programs administered by the Bureau of Research of the U.S. Office of Education are available for projects which can be applied to the study of problems associated with bilingual students. The purpose of educational research projects is to expand knowledge about the educational process, to develop promising educational programs and techniques, and to carry out related activities for the improvement of education. Proposed research activities must show promise of making a contribution to the improvement of education, have more than local applicability, and be directed toward communicable results. The following are programs which have applicability to the study of problems associated with bilingual students.

A. Cooperative Research Program

AUTHORIZATION: Elementary and Secondary Act—Title IV

PURPOSE: To provide support for educational research, surveys, demonstrations, and dissemination; for construction and operation of facilities for educational research and research-related activities; and to develop and strengthen programs for the training of educational researchers.

WHO MAY RECEIVE FUNDS: Grants and contracts for research and demonstration programs may be made to universities and colleges, state and local education agencies, and other appropriate public or nonprofit private agencies and

institutions. Contracts may also be awarded to individuals and private profit-making agencies, institutions, and organizations. Grants to individuals may also be awarded.

APPLICATION PROCEDURE: Proposals for projects are submitted to the Bureau of Research of the U.S. Office of Education. Guidelines and regulations are issued by the Bureau of Research.

FOR ADDITIONAL INFORMATION:
Bureau of Research
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

B. Media for Educational Purposes: Research and Dissemination

AUTHORIZATION: National Defense Education Act—Title VII

PURPOSE: To provide research and experimentation in: (1) the development and evaluation of projects involving a variety of educational media such as radio, television, motion pictures, and printed and published materials; and (2) more effective uses of the media, training teachers to use them, and presenting academic subject matter through them. The program also includes funds for the survey, study, and dissemination of information concerning new educational media.

WHO MAY RECEIVE FUNDS:
Grants: Public or nonprofit institutions and individuals.
Contracts: Private organizations and individuals.

APPLICATION PROCEDURE: Proposals are submitted to the Bureau of Research of the U.S. Office of Education for approval.

FOR ADDITIONAL INFORMATION:
Bureau of Research
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

C. Vocational Education Research

AUTHORIZATION: Vocational Education Act of 1963

PURPOSE: To provide assistance in paying the cost of research and training programs and experimental, developmental, or pilot programs to help meet the special vocational education needs of youth.

APPLICATION PROCEDURE: Proposals are submitted to the Bureau of Research of the U.S. Office of Education. Proposals submitted by local education agencies must be approved by an authorized official of the state board of vocational education.

FOR ADDITIONAL INFORMATION:
Division of Adult and Vocational Research
Bureau of Research
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

V. THE PROPOSAL

A. Writing the Proposal

Almost every application for Federal funding must include a proposal which is reviewed by committees from the U.S. Office of Education and/or the state education agency. Decisions regarding funding are based on the content of these proposals. Therefore, it is necessary for the applicant to be aware of the procedures for proposal writing that is recommended by the U.S. Office of Education. Each division of the U.S. Office of Education has its own guidelines for the submission of proposals; however, these guidelines usually differ only in the forms used and in minor details. The style used for writing the proposals is basically the same.

The Bureau of Research has developed the following outline for research proposals.[3] This basic outline may be altered for use in most proposals submitted to the U.S. Office of Education.

1. **Cover Page**—This will differ according to the division of the U.S. Office of Education to which the proposal is being submitted. Generally, this page includes the title, applicant organization, director of the project, the persons responsible for the commitment of the organization or individual, and the date. See the guidelines concerning the particular type of funds for which the application is made for specific instructions concerning this page.

2. **Abstract**—The abstract is written on a single page, identifying the proposal and summarizing its contents. This abstract is often the first thing that is read by a reviewer, is usually used as a reminder of the study in panel meetings, and is, in some agencies, sent to the Smithisonion Institution's Science Information Exchange. Therefore, it is necessary that the abstract be an accurate description of the contents of the proposal and written in language that the lay reader can understand.

3. **Body**—The body of a proposal explains what is to be done, how it is to be done, and the reasons for doing it. Clarity is a must in this section. The body is usually divided into the following three sections:

   a. Problem and Objectives

   Problem: The explanation and purpose of the problem establishes the direction of the remainder of the proposal. This section, therefore, must present a clear explanation of the problem and its significance. Essential information presented in a logical manner in the place of loquacity will increase the acceptability of the proposal. Definitions of unusual terms or proper nouns should be included. Remember too, in the formation of the problem, that funds are most readily available for activities which show promise of making a contribution to the improvement of education, have more than local applicability, and are directed toward communicable results.

   Review of the Literature: A review and analysis of the pertinent literature relating to the proposal should establish a foundation for the proposed project. The selections included should establish, through supportive studies and publications, the basis for the proposed project. The evaluation of this section is not based on the length of the bibliography, but rather on the skill that the writer shows in selecting, evaluating, incorporating, and coordinating the information found in the review with his problem.

   Statement of Objectives and Hypotheses: The statement of objectives establishes the criteria against which the rest of the proposal is evaluated. It is important that the objectives be directly related to the problem, be achievable, and be concisely stated. Krathwohl[4] lists the following as frequent errors in the preparation of objectives: (1) making the objectives a set of vague generalities rather than clean-cut criteria against which the rest of the project can be judged; (2) imbedding the objectives in a running description of the project which may camouflage the objective and/or its importance; and (3) including objectives which are not handled by the proposal procedures. In research activities, the writer may include hypotheses to be tested instead of objectives. These hypotheses should be related to a theoretical base, if possible, and be a basis for prediction.

   b. Procedure

   The procedure describes how the funds allotted to the applicant will be used and, for this reason, is probably the most carefully read portion of the proposal. The procedure should be directed toward the objectives of the project and should include specific information concerning methods of testing the objectives, an outline of program

arrangements, materials to be produced, an explanation of how the activity will lead to results, and how the evaluation of the project will be accomplished. If the proposal is for a research project, this section should include descriptions and rationale concerning the sample, the design, and the method of procedure; the collection of data and measures; the analysis of the data; a time schedule; and the end-product. After reading this section, the reviewer should know exactly what is to be done and the reason for the inclusion of each activity.

c. The Use to be Made of the Findings

This section, although based on previous sections, will furnish information to be compared to the criteria on which acceptance of project proposals is based. It should tell how the results of the activity may be disseminated and/or implemented, its applicability, what contribution to education can be expected, and what steps should follow.

4. **Personnel and Facilities**—The personnel and facilities described in this section indicate to the reviewers the capability of the applicant to accomplish the project. It is therefore necessary to carefully plan for competent personnel and adequate facilities. Personnel with major responsibilities should be listed by name, position, title, experience, responsibilities within the project, percentage of time committed to the activity, and the extent of assurance of this commitment. Do not list persons without their permission. Facilities should be described and the extent to which their use has been assured should be indicated.

5. **Budget**—The budget is a statement of expected costs of the project. It should be in enough detail to allow the reviewer to know that the applicant has carefully analyzed expenditures and possesses an understanding of fiscal responsibilities in connection with conducting the proposed activity. Any contributions to be made to the project by private organizations, the state education agency, or the local education agency, and any conditions upon which this support is contingent should be included. Remember that the submitted budget will seldom be the one that is finally approved, therefore, make reasonable allowances for possible cuts in the budget.

6. **Appended Items**—This section should include copies of important communications with U.S. Office of Education personnel; agreements with cooperating agencies, if applicable; instruments to be used; and other information requested. The guidelines for application should contain further information concerning appended items.

B. Evaluation of Proposals

Applications for Federal funds are carefully reviewed. It would be prudent for applicants to evaluate their proposals before submitting them to the U.S. Office of Education. An evaluation by an experienced outsider before submission may be very helpful also. In the table of contents of Krathwohl's *How to Prepare a Research Proposal* are questions which provide a checklist for proposals. The following general questions may be helpful in the writing and evaluation of a proposal.

1. Is the proposal within the scope of the grantor's program?
2. Have the implications of the procedure by which the proposal will be evaluated been considered?
3. Does the proposal flow logically from section to section?
4. Does the proposal accurately reflect the writer's scholarly ability?
5. Is there enough detail?
6. Does the proposal allay or avoid raising concerns that naturally accompany the consideration of a proposal from a new and untried researcher?
7. Is the proposal a resubmission?
8. Can the project be adequately presented in the format prescribed for the program?
9. Is the proposal well presented physically?
10. Is the hasty reader signaled to the critically important parts of the proposal?[5]

Consult this publication for evaluative questions concerning specific sections of the proposal.

The Bureau of Research of the U.S. Office of Education has also developed a standard set of criteria for the evaluation of research proposals. Before writing or submitting the proposal it would be helpful for the applicant to be familiar with these criteria.

1. Educational significance: Importance of the problem, soundness of the theoretical basis, generalizability or transfer of the results to other educational meetings, and uniqueness or redundancy in relation to similar research.
2. Soundness of the research design: Clarity and logic in the statement of problems, objectives, procedures, and relationships among these three. Do

the procedures to be followed include, where applicable, information on sampling techniques, controls, data to be gathered, instruments to be used, and statistical and other analyses to be made?

3. Personnel and facilities: Professional competence and experience of the principal investigators to carry out the work required; adequacy of the facilities.

4. Economic efficiency: Is the probable outcome worth the time and money involved?

5. Other specific criteria as applicable: This section may include such questions as: Is the project something the institution should do for itself? Will the project contribute something of value, or is it just something the institution has not done before? Can the end product serve settings other than the one in which the project is conducted?[6]

C. Helpful Hints

Increasing numbers of applications and the limitation of funds sharpen the competition for Federal grants and contracts. Anyone seriously seeking funds should be sure that the application submitted is the very best which could be submitted according to the guidelines and criteria established by the funding agency. Francis S. Overlan has listed some practical suggestions for obtaining and spending grants.[7]

GETTING A GRANT

1. Search out the appropriate legislation.

2. Follow the legislative guidelines as closely as possible in writing your proposal.

3. Don't just read the guidelines—study successful proposals submitted by other institutions.

4. Remember that the relevant Federal bureau probably never heard of you or your institution before, therefore, explain every proper noun and every word that may have a special or technical meaning to you.

5. Don't be afraid to talk directly with the person responsible in Washington.

6. If you can't write clearly and persuasively yourself, get someone who can.

7. After you've submitted the proposal, stick to your gun.

SPENDING A GRANT

1. Involve your project director in the very first stages of planning.

2. If you have to go outside your own institution to get the right man for the job, be prepared to pay your project director a higher rate than you're used to.

3. Take research implementation as seriously as you do research design.

4. If you can't write project reports clearly and persuasively, get someone who can.

5. Check with your business office personnel at every step in grant administration.

6. Don't get up to bat in the Federal grant game unless you have the courage to strike out.

Never assume that the reviewers will know what you're talking about. You must be specific in the description of your project. If there are questions or the need for special help,do not hesitate to ask persons with this information before submitting the proposal. Keep in mind also that not all good proposals can be accepted, therefore be prepared for possible rejection.

GOOD LUCK!

VI. SCHOLARSHIPS AVAILABLE FOR SPANISH–SPEAKING STUDENTS

A. University of Denver, Denver, Colorado

Funds are available for the training of Spanish-speaking Americans for legal careers. Funds are provided by the Ford Foundation.

FOR FURTHER INFORMATION:
Office of Student Aid
University of Denver
Denver, Colorado 80210

B. University of New Mexico, Albuquerque, New Mexico

The Reverend Uvaldo Martinez Memorial Scholarship is available for Spanish-speaking students who desire to enter public health nursing in the state, need financial assistance, and show creditable scholarship.

FOR FURTHER INFORMATION:
Student Aids Office
University of New Mexico
Albuquerque, New Mexico 87106

C. John Hay Whitney Foundation

Approximately 30 Opportunity Fellowships for graduate study and for apprenticeships in agriculture, industry, or labor: primarily tenable in the U.S. but may

be used abroad; stipend ranges normally from $1000 to $3000 for 1 year; open to U.S. citizens of superior promise with racial or cultural backgrounds or regions of original residence as follows: Negroes, Spanish–Americans, American Indians, residents of Guam, Puerto Rico, Samoa, the Virgin Islands, the Appalachian and Ozark Mountain Areas, and the Trust Territories. The deadline is November 30. Applications can be made to the following address.

FOR FURTHER INFORMATION:
John Hay Whitney Foundation
111 W. 50th Street
New York, New York 10020

D. United Scholarship Service, Inc.

100 scholarships are available for students of Spanish-American or American Indian ancestry for undergraduate study in any regionally accredited college or university. The amount of the scholarship varies with the need of the student. The deadline is April first of April.

FOR FURTHER INFORMATION:
Field Director
United Scholarship Service, Inc.
1452 Pennsylvania Street
Denver, Colorado 80203

E. The American Association of Teachers of Spanish and Portuguese

One scholarship of $750 will be offered each year to a native Spanish-speaker based on the results of the A.A.T.S.P. National Spanish Contest. The contest is sponsored by the Borden Company Foundation.

FOR FURTHER INFORMATION:
Mr. Harry T. Charly
Chairman of National High School Spanish Contest
A.A.T.S.P.
1810 Chadbourne Ave.
Madison, Wisconsin 53705

F. Mount St. Mary's College, Los Angeles, California

One $900 scholarship each year for a native Spanish-speaker.

FOR FURTHER INFORMATION:
Student Financial Aid
Mount St. Mary's College
12001 Chalon Road
Los Angeles, California 90049

G. Sociedad Honoraria Hispanica (SHH)

One Future Teacher Award each year for $500 for a graduating senior who intends to become a teacher of Spanish.

FOR FURTHER INFORMATION: Contact:
Professor Richard B. Klein
Box 123
Urbana, Illinois 61801

H. New Mexico State University, Las Cruces, New Mexico

The Fabian Garcia Memorial Fund Awards thirty scholarships in the amount of $90 to be applied toward dormitory rent in Garcia Hall. First preference is given to boys of Spanish descent.

FOR FURTHER INFORMATION:
Financial Aids Office
New Mexico State University
Box 3549
University Park Branch
Las Cruces, New Mexico 88001

VII. BIBLIOGRAPHY

The following bibliography, while not exhaustive, should provide the reader with information concerning Federal programs of funding offered by the U.S. Office of Education and the procedure for applying for these funds. Specific guidelines for the acts mentioned have purposefully been omitted because they are often revised. To secure the current edition of the guidelines, write the address given in the section describing the funding in which you are interested.

The following is an explanation of the notation used in the bibliography.

GPO 1967 0-282-481: This is the number given to the document by the Government Printing Office. It should be included along with the title when ordering the document.

OE-11006-67: This is the number given to the document by the U.S. Office of Education. It should be included when ordering the document from the Government Printing Office and would be helpful when requesting the document from the U.S. Office of Education.

(*): This symbol indicates that it may be possible to receive the document free upon request from the agency listed in the bibliography. Free Office of Education documents may be requested from:

Publications Distribution Unit
U.S. Office Of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

1. American Association of School Administrators. "The Education Professions Development Act," *Hot Line*, Vol I, No. 1, 6pp.

   A helpful discussion of EPDA with information as to purpose and details of each section of the Act. An organizational chart of the Bureau of Educational Personnel Development plus suggestions for developing proposals is included.

2. "American Education's Guide to O.E. Programs: Where the Money Is," *American Education*. Special Publication. Washington, D.C.: Government Printing Office, 1968. 6pp. $0.15.(*)

   Probably the most concise listing of programs of Federal money for education which are administered by the U.S. Office of Education for the fiscal year 1968. Programs are listed according to type of assistance, authorization, purpose, appropriation, who may apply, and where to apply. Pages 5 and 6 contain an article by Harlan Reed Ellis II, concerning the Education Professions Development Act. Such listings of Federal money for education are published each year by *American Education*. Wall charts are also available.

3. *Getting Into the Acts: A Teacher's Guide to Federal Aid to Education.* Englewood Cliffs, New Jersey: Scholastic Magazines, Inc., 1967. 18pp.

   Many types of aid available to schools are listed. Brief statements concerning the purpose, total estimate for fiscal year 1968, background, teacher role, how to apply, and examples of usage for each type of aid are given. Copies may be purchased for $0.25.

4. "Government Support Programs," *Grant Data Quarterly*, II (April, 1968). 205pp.

   An extremely valuable publication giving up-to-date information concerning available government grants. Grants are described according to type, purpose, legal basis, eligibility, financial data, application information, deadlines or duration of grant, and address for further information. Other issues give information concerning grants from business and private sources. A single subscription is $35 per year with a 10% discount for orders of two or more. Selected reports are also valuable. (See Johnston, Overlan)

5. *Guide to Support Programs for Education.* Education Services Press, Visual Products Department. St. Paul: Minnesota Mining and Manufacturing Company, 1966. 160pp.

Aid to education is divided into the areas of plant and equipment, research development and demonstration, and staff training. Information concerning aid for the U.S. Government, private foundations, and business is given. Brief detailed information is given in the form of eligibility, type of benefit, possibilities of use, restrictions, and addresses for application.

6. Johnston, Stewart A. "The Grant Proposal: A Guide for Preparation," *Grant Data Quarterly*, Selected Report No. 1, I (1967). 12pp.

A helpful, concise discussion of grant proposals. Points considered in the evaluation of a proposal are given. Appendix A gives a suggested format for application with discussion.

7. Krathwohl, David R. *How to Prepare a Research Proposal*. Syracuse: David R. Krathwohl, 1966. 50pp.

A very helpful booklet giving suggestions for the preparation of proposals for those seeking funds for behavioral science research. The proposal outline followed in this publication is that suggested for the various programs of the U.S. Office of Education. Single copies may be obtained at a price of $1.00, and for $0.75 if ten or more copies are ordered. Copies may be ordered from:

Syracuse University Bookstore
303 University Place
Syracuse, New York 13210

8. "The New ESEA: The 1967 Amendments to the Elementary and Secondary Education Act," *Education U.S.A.* Special Report. Washington, D.C.: National School Public Relations Association, 1968. 24pp.

Highlights of the 1967 amendments to the Elementary and Secondary Education Act are given with explanations according to title. Allotments by state of ESEA funds are given for 1967 and 1968. Allocations with the new budget are listed.

9. Overlan, S. Francis. "Federal Grants: Some Practical Notes on Getting and Spending," *Grant Data Quarterly*, Selected Report No. 2, I (1967). 10pp.

A short but informative discussion of helpful suggestions for getting and spending a grant.

10. U.S. Congress. *Amendments to the Elementary and Secondary Education Act of 1965, and Related Amendments.* Public Law 90-247. 90th Congress, 2d Session. Washington, D.C.: Government Printing Office, 1968. 39pp. (*)

The amendments to the Elementary and Secondary Education Act of 1965 as passed by Congress on January 2, 1968.

11. U.S. Congress. *Education Professions Development Act (An Act to Amend and Extend Title V of the Higher Education Act of 1965)*. Public Law 90-35. 90th Congress, Ist Session. Washington, D.C.: Government Printing Office, 1967, 113pp. (*)

    The amendments to the Higher Education Act of 1965 as passed by Congress on June 29, 1967.

12. U.S. Congress, Senate, Committee on Labor and Public Welfare. *Amending and Extending Title V of the Higher Education Act of 1965: Report*. Senate Report No. 363. 90th Congress, 1st Session. Washington, D.C.: Government Printing Office, 1967. 35pp.

    Included in this publication is a discussion of the background and highlights of the amendments to the Higher Education Act of 1965, a section-by-section analysis of the amendments, and a copy of the original act with 1967 deletions and additions.

13. U.S. Congress, Senate, Committee on Labor and Public Welfare. *Elementary and Secondary Education Act Amendments of 1967 with Background Materials and Tables.* 90th Congress, 2d Session. Washington, D.C.: Government Printing Office, 1968. 210pp. (*)

    This publication includes a copy of Public Law 90-247 (Elementary and Secondary Education amendments of 1967), highlights of the amendments, allotments for fiscal year 1968, and other material relating to ESEA amendments of 1967. Included in the amendments is the new Title VII (Bilingual Education Act).

14. U.S. Department of Health, Education and Welfare. *Grants-in-Aid and Other Financial Assistance Programs Administered by the U.S. Department of Health, Education and Welfare.* Washington, D.C.: Government Printing Office, 1967. 392pp. (GPO 1967 0-282-481). $2.25.

    The most current edition of this publication provides information concerning the purpose, financing, basis for allocation, matching requirements, who may receive Federal funds, recent developments, legal bases, and additional information about all of the financial assistance available from the U.S. Department of Health, Education and Welfare. It is extremely valuable as a preliminary reference in determining where to apply for Federal funds. It is one of the most complete of all resources describing Federal aid.

15. U.S. Office of Education. *Education '67: The Office of Education, Its Programs and Services*. Washington, D.C.: Government Printing Office, 1967. 97pp. (OE-11006-67). $0.35.

Descriptions of Office of Education programs including background of the legislation, what each program does, eligibility for aid, supplementary materials and publications relating to the individual programs, and an address for obtaining further information.

16. U.S. Office of Education. *Profile of the Elementary and Secondary Education Act of 1965: Titles I-V*. Washington, D.C.: Government Printing Office, 1967. 24pp. (OE-20088-A). $0.15. (*)

An explanation of what each title of the Elementary and Secondary Education Act of 1965 is designed to cover, what the funds for each title have been used for, and what they might be used for.

17. U.S. Office of Education, Bureau of Higher Education. *Higher Education: How the Office of Education Assists College Students and Colleges*. Washington, D.C.: Government Printing Office, 1968. 41pp. (OE-55051-68). $0.30. (*)

Short paragraphs describing Federal aid programs to individuals and institutions concerned with higher education. Legal bases and addresses are given. Other agencies which offer similar programs of assistance are listed.

18. U.S. Office of Education, Bureau of Research. *Support for Research and Related Activities*. Washington, D.C.: Government Printing Office, 1967. 22pp. (OE-12025). (*)

A helpful pamphlet describing programs supported by the U.S. Office of Education directed by the Bureau of Research. Patterns of support and application procedures are discussed. Appendix A gives very helpful suggestions for application. Appendix B gives the legislative authority for research and related activities supported by the Bureau of Research.

19. U.S. Office of Education, Office of Administration, Management Evaluation Branch. *Fact Book: Office of Education Programs*. Washington, D.C.: Government Printing Office, 1967. 85pp. (OE-11011). $0.50.

A very concise summary of information about each program administered by the U.S. Office of Education. Information concerning legislation, program, purpose, organizational assignment, program officer, authority to approve, basis for award, Federal contributions, awards made to, application process, and committee involvement is included.

20. "Winning a Research Bid," *American Education*, IV (May, 1968). p.30.

A brief discussion including tips for the small project proposal writer, how to avoid pitfalls, and where to get writing help.

FOOTNOTES

1. U.S. Congress, Senate, Committee on Labor and Public Welfare, *Amending and Extending Title V of the Higher Education Act of 1965: Report*, Senate Report No. 363, 90th Congress, 1st Session (Washington, D.C.: Government Printing Office, 1967), p. 2.

2. U.S. Congress, *Amendments to the Elementary and Secondary Education Act of 1965, and Related Amendments*, Public Law 90-247, 90th Congress, 2d Session (Washington, D.C.: Government Printing Office, 1968), p. 35.

3. U.S. Office of Education, Bureau of Research, *Support for Research and Related Activities* (Washington, D.C.: Government Printing Office, 1967), pp. 9-12.

4. David R. Krathwohl, *How to Prepare a Research Proposal* (Syracuse: David R. Krathwohl, 1966), p. 28.

5. *Ibid.*, p. 7.

6. "Winning a Research Bid, Tips on Proposal Writing." *American Education*, IV (May, 1968), 30.

7. Francis S. Overlan, "Federal Grants: Some Practical Notes on Getting and Spending," *Grant Data Quarterly*, Selected Report No. 2, I (1967), 4-10.

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